

Developing Academic Language in Secondary Classrooms Through Interaction and Output

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Agenda

- Why Interaction is Important
- Traditional Classroom Discourse
- 2 Ways to Increase Academic Interaction in the Classroom
 1. Model Language
 1. Language Function or Language Objective Charts
 2. Other samples of Modeling Language
 2. Ask High Cognitive Qs for Varying Levels of Lx Proficiency

Why is Interaction Important to Language & Student Development?

1. Allows the learner to co-construct knowledge
(Roseberry, Warren, & Conant, 1992; Wertsch & Toma, 1990)
2. Helps construct the student's classroom identity
(Corson, 2001; Norton, 1997; Toohey, 2000; Zuengler, 1993)
3. Provides the learner the practice needed to develop academic language
(Hall, 1993; Hall & Verplaetse, 2000; O'Connor & Michaels, 1993)
4. Facilitates expression of ideas in a variety of ways
(Lemke, 1990)

Traditional Classroom Interaction

I: Initiation T

R: Response S

E: Evaluation T

T has 66% of the talk time: Initiation and Evaluation

S responds with 1-2 word utterances, increasing T talk to 95%

Divide the remaining time, 5%, by # of Ss in class
(25 Ss) = .2% talk time/student

Modeling Language

Language Function Chart

Maps out language expressions,
vocabulary, and grammar

Language Function Chart

Water Displacement

Function	Situation	Expressions	Words	Grammar
Predict	Whether objects sink or float?	The <u> 1 </u> will <u> 2 </u> .	1. leaf, paper, aluminum foil, pencil, button, lid, penny 2. sink, float	Nouns will + verb a/the
Justify	Predictions about objects sinking or floating	The <u> 3 </u> is <u>heavier</u> than the water. OR The <u> 3 </u> is <u>not</u> heavier than the water.	Water heavier 3. leaf, paper, aluminum foil, pencil, button, lid, penny not	Comparative adjectives Negative form of predicate adjectives

Language Function Chart

Causes of the Dust Bowl

<u>Function</u>	<u>Situation</u>	<u>Expressions</u>	<u>Words</u>	<u>Grammar</u>
List	Three causes of the dustbowl	Three major causes of the dustbowl were _____, _____, _____.	causes overproduction, mechanization drought	
Explain	Causes of the dustbowl	<p>There were too many farmers growing too much food. There were too many farmers using too much land.</p> <p>Farmers used too many machines instead of horses. Tractors and big machines destroyed the soil and cause erosion.</p> <p>[no rain, too much sun, too much dry soil]</p>		

Language Function Chart

Causes of the Dust Bowl

Function	Situation	Expressions	Words	Grammar
List	Three causes of the dustbowl	Three major causes of the dustbowl were _____, _____, _____.	Causes Overproduction Mechanization drought	
Explain	Causes of the dustbowl	<p>There were too many farmers growing too much food. There were too many farmers using too much land.</p> <p>Farmers used too many machines instead of horses. Tractors and big machines destroyed the soil and cause erosion.</p> <p>There was no rain. There was too much sun and too much dry soil.</p>	<p>Much/many</p> <p>There was/were</p> <p>Farmers grow/growing use/using tractors machines destroy erosion soil</p>	<p>Too much/ too many</p> <p>There was/were</p>

Language Function Chart

Argumentation, Preparing for a Debate

Function	Situation	Expression	Word/Phrase	Grammar
Use polite, courteous language.	Argumentation Essay or Oral Debate	Supporters of _____ say/believe that _____.	Television-watching Technology Discipline Prohibiting television Personal communication Freedom (topic-dependent)	Relative clauses
Point out common ground.	Argumentation Essay or Oral Debate	Most people/Everyone can agree that _____ is _____.	Television-watching Technology Discipline Prohibiting television Personal communication Freedom (sometimes) Necessary Essential Important Indispensable	Relative clauses Adjectives
Acknowledge the opposing viewpoint.	Argumentation Essay or Oral Debate	_____ some people believe that _____, (author's name) believes that (<u>restate thesis or opinion</u>).	Although, While, Even though (Topic-dependent- see above list)	Dependent Clauses Subordinate conjunctions (contrasting) Punctuation
When appropriate, grant the merits of differing viewpoints.	Argumentation Essay or Oral Debate	_____ it is true that _____; it is also true that _____.	Although, While, Even though (topic-dependent) (topic-dependent)	Dependent Clauses Subordinate Conjunctions Punctuation
Rebut the opposing viewpoint.	Argumentation Essay or Oral Debate	_____ fails to _____.	(topic-dependent, i.e., giving freedom to teenagers, using technology, watching television)	Participial noun phrases

Modeling Language

Creating A Story Problem

Example 4 ~ Creating a Story



Problem

Write
sentence:



a story



problem that can be solved using the number

$$\$7.96 - \$0.49 = \underline{\hspace{2cm}}$$

Creating a Story Problem Cont.

Create a word sentence with the number sentence provided.

I have . I
1st #
bought a
 for
object
 .
2nd #

Create a distraction sentence.

I wanted to buy
 for
object
 , but
amount
did not.

Ask a question.

How much
money do I
have left?

Use estimation
to check the
reasonableness
of your answer.

 \approx
 \approx

subtract





Make sense?

Modeling Language: Text to Self Connections

Making Connections

Instructions: What feeling did you write about at the beginning of class (nervous / happy / embarrassed / upset)? Write the feeling in the space below.



Victor felt _____	when ...
nervous 	...he spoke to Teresa in homeroom. ...Teresa wasn't in his English class. ...Mr. Bueller spoke to him in French.
upset 	...Mr. Bueller didn't tell Teresa Victor's secret. ...he looked for Teresa at lunch. ...Teresa smiled at him at lunch.
happy 	...Teresa asked him for help with French. ...he spoke French in French class.
embarrassed 	...he said Teresa's name in English class.

Use the information above to help you make a connection to Victor.

Victor felt _____ when _____

He felt _____ because _____

Use the "Personal Experience" worksheet from the beginning of class to help you finish.

One time, I felt _____ too. I was at _____.

(Name of place)

I felt _____ because _____

Modeling Language Describing Your Insect

It has $\left\{ \begin{array}{c} \text{two} \\ \text{four} \\ \text{six} \end{array} \right\} \left\{ \begin{array}{c} \text{eyes} \\ \text{legs} \\ \text{antennas} \\ \text{wings} \end{array} \right\} .$

It is $\left\{ \begin{array}{c} 5 \\ 10 \\ 15 \end{array} \right\} \text{centimeters} \left\{ \begin{array}{c} \text{wide} \\ \text{long} \end{array} \right\} .$

Describing Your Insect Cont.

It is $\left\{ \begin{array}{c} \text{red} \\ \text{yellow} \\ \text{brown} \end{array} \right\}$ and $\left\{ \begin{array}{c} \text{green} \\ \text{blue} \\ \text{black} \end{array} \right\}$ and...

It is $\left\{ \begin{array}{c} \text{long} \\ \text{round} \\ \text{square} \end{array} \right\}$.

It has (a) $\left\{ \begin{array}{c} \text{big} \\ \text{long} \\ \text{striped} \end{array} \right\}$ $\left\{ \begin{array}{c} \text{eyes} \\ \text{body} \\ \text{head} \end{array} \right\}$.

Modeling Language Cipher in the Snow

Generating Output Using Sentence Starters

Understanding:

- The main character(s) is/are.....
- In the story something happened to
- This caused a problem because.....
- The character acted this way because.....

Interpretation:

- I think this way because.....
- I feel because.....
- I think the character(s) felt

Connection:

- This story reminds me of
- I feel people like this
- This situation could have been different if

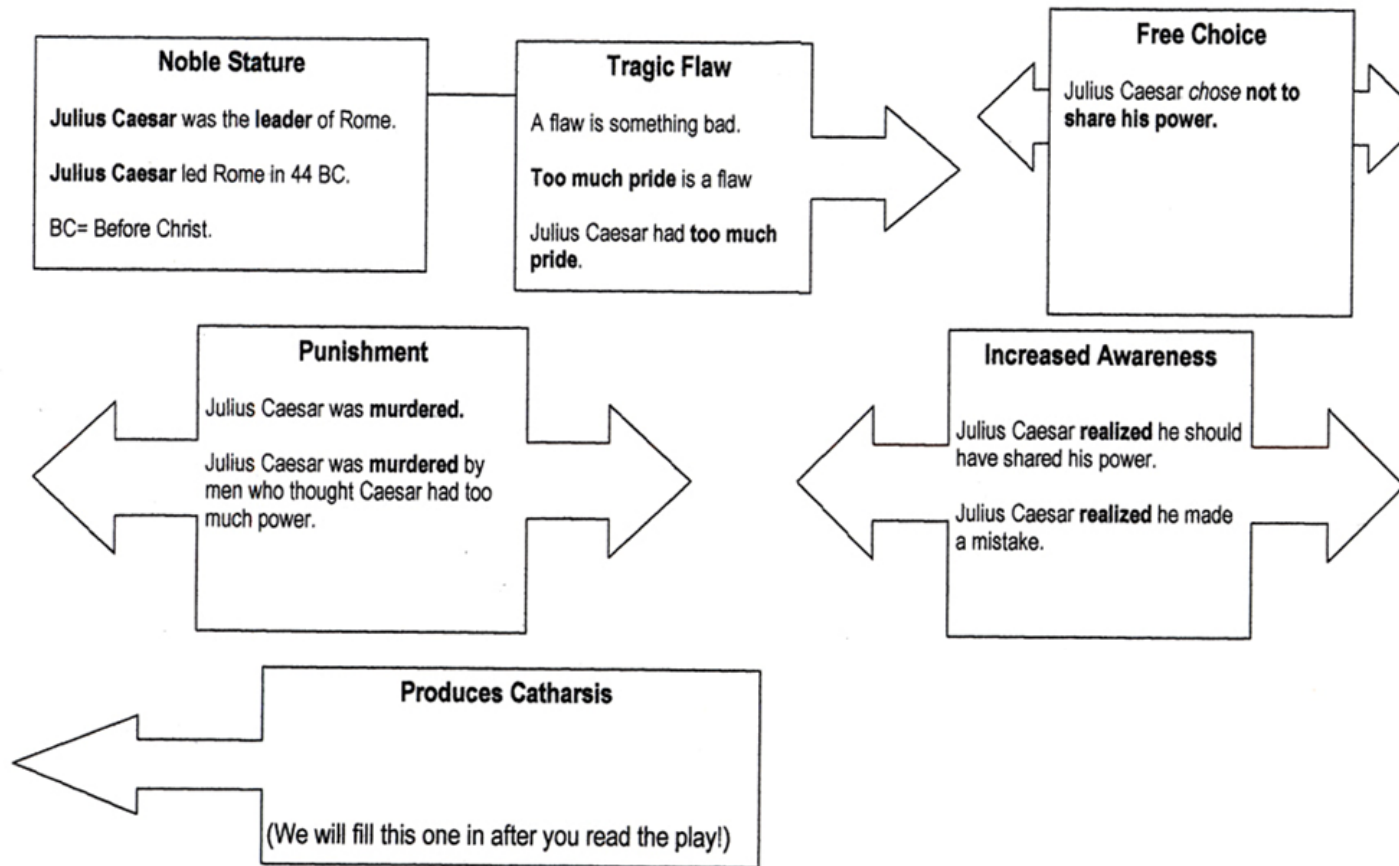
Critical stance:

- I don't feel that the author's description of was complete
- I would have added
- I would not have said

Modeling Language

Tragic Hero: Julius Caesar

Tragic Hero = Julius Caesar



Modeling Language

Compare & Contrast Cultures

My Culture Presentation: Ways to Compare and Contrast

There are many similarities and differences between _____ and _____.

Contrast

The _____ in _____ is different than the _____ in _____.

The most popular _____ in _____ is _____ but in _____ it is _____.

Many people wear _____ in _____. However, in _____ the people wear _____.

A typical _____ in _____ is _____. The typical _____ in _____ is different than in _____. It is _____.

In _____ there are _____ but in _____ there are _____.

However, we celebrate _____ in _____ but in _____ we celebrate _____.

Compare & Contrast Cultures

Cont.

Compare

Some of the _____ is similar though.

Both _____ and _____ have _____

The _____ in _____ is just like the _____ in _____

In both cultures, the people love _____

The _____ is similar too.

People celebrate similar festivals in _____ and _____ and _____ are holidays that we celebrate in both countries.

The _____ in _____ is similar to the _____ in _____

The _____ in _____ is the same as the _____ in _____

The _____ in _____ is _____ too.

In both cultures, _____

Although there are many differences between _____ and _____ both cultures are _____

Where we've been

Examined two ways to model language:

1. To create language function charts to identify language expressions, vocab and grammar needed to accomplish language and content objectives
2. To model language to give students the linguistic tools needed to express thoughts.

Questioning Strategies at Various Language Proficiency Levels

- Intermediate fluency
- Speech Emergence
- Early Production
- Pre-production

*Ask high cognitive questions at all language levels

Question Strategies at Intermediate Fluency

Classifying Insects

Stage	Sample Questions <i>Insect Lesson</i>	Teaching Behaviors	Questioning Techniques
<p><i>Intermediate Fluency</i></p> <p><i>3-7 years</i></p> <p><i>student talks, teacher supports</i></p> <p><i>students can: expand, analyze, problem solve, evaluate, discuss, give opinions</i></p>	<p>Describe how a scientist determines if an animal is an insect.</p>	<ul style="list-style-type: none"> · Fosters conceptual development and expanded literacy through content · Continues to make lessons comprehensible and interactive · Teaches thinking and study skills · Continues to be alert to differences in language and culture 	<ul style="list-style-type: none"> · What would you recommend/suggest? · How do you think this story will end? · What is the story mainly about? · What is your opinion on this matter? · Describe/compare ... · How are these similar/different? · What would happen if...? · Which do you prefer? Why? · Create ...

Question Strategies at Speech Emergence

Classifying Insects

Stage	Sample Questions Insect Lesson	Teaching Behaviors	Questioning Techniques
Speech Emergence <i>1-2 years</i> <i>increase student talk</i> <i>use how/why questions,</i> <i>students can list, sequence, compare, predict, summarize</i>	What are the main characteristics of insects?	<ul style="list-style-type: none">· Focuses on key concepts in content· Provides frequent comprehension checks· Uses performance-based assessment· Uses expanded vocabulary· Asks open-ended questions that stimulate language production	<ul style="list-style-type: none">· Why?· How?· How is this like that?· Tell me about... Talk about... <ul style="list-style-type: none">· Describe· How would you change this part?

Question Strategies at Early Production

Classifying Insects

Stage	Sample Questions Insect Lesson	Teaching Behaviors	Questioning Techniques
Early Production 2-5 mos. 95% teacher talk use questions with 1-2 word responses	List the bugs that are not insects.	<ul style="list-style-type: none"> · Asks yes/no & either/or questions · Models correct responses · Ensures supportive, low-anxiety environment · Doesn't overtly call attention to grammar errors 	<ul style="list-style-type: none"> · Yes/no (Is the trouble light on?) · Either/or (Is this a screwdriver or a hammer?) · One word response (What utensil am I holding in my hand?) · General questions which encourage lists of words (What do you see on the tool board?) · Two-word response (Where did he go? "To work.")

Question Strategies at Pre Production

Classifying Insects

Stage	Sample Questions Insect Lesson	Teaching Behaviors	Questioning Techniques
Pre Production <i>1 day-several mos.</i> <i>silent period</i> <i>use questions with yes/no or non-verbal response</i>	Circle the bugs that are not insects.	<ul style="list-style-type: none">• Gestures• Language focuses on conveying meanings and vocabulary development• Repetition• Doesn't force students to speak	<ul style="list-style-type: none">• Point to ...• Find the...• Put the ____ next to the ____.• Do you have the ____?• Is this a ____?• Who wants the ____?• Who has the ____?

Question Strategies at Intermediate Fluency

Dust Bowl Causes

Stage	Sample Questions Dust Bowl Lesson (10 th gr)	Teaching Behaviors	Questioning Techniques
<p><i>Intermediate Fluency</i></p> <p><i>3-7 years</i></p> <p><i>student talks, teacher supports</i></p> <p><i>students can: expand, analyze, problem solve, evaluate, discuss, give opinions</i></p>	<p>Explain how technological advancements contributed to the dustbowl.</p> <p>Consider the 3 causes of the dustbowl. Which solutions would you recommend as US Secretary of Agriculture?</p>	<ul style="list-style-type: none"> · Fosters conceptual development and expanded literacy through content · Continues to make lessons comprehensible and interactive · Teaches thinking and study skills · Continues to be alert to differences in language and culture 	<ul style="list-style-type: none"> · What would you recommend/suggest? · How do you think this story will end? · What is the story mainly about? · What is your opinion on this matter? · Describe/compare ... · How are these similar/different? · What would happen if...? · Which do you prefer? Why? · Create ...

Question Strategies at Speech Emergence

Dust Bowl Causes

Stage	Sample Questions Dust Bowl Lesson (10 th gr)	Teaching Behaviors	Questioning Techniques
Speech Emergence 1-2 years increase student talk use how/why questions, students can list, sequence, compare, predict, summarize	Explain the three causes of the dustbowl. Why do you think that farmers continued to overproduce?	<ul style="list-style-type: none">· Focuses on key concepts in content· Provides frequent comprehension checks· Uses performance-based assessment· Uses expanded vocabulary· Asks open-ended questions that stimulate language production	<ul style="list-style-type: none">· Why?· How?· How is this like that?· Tell me about... Talk about... <ul style="list-style-type: none">· Describe· How would you change this part?

Question Strategies at Early Production

Dust Bowl Causes

Stage	Sample Questions Dust Bowl Lesson (10 th gr)	Teaching Behaviors	Questioning Techniques
Early Production 2-5 mos. 95% teacher talk use questions with 1-2 word responses	<p>List the 3 causes of the dustbowl.</p> <p>Which of the 3 causes are linked to technological advancement?</p> <p>Which of the 3 causes might be solved by the government?</p> <p>Was unemployment a cause of the dustbowl?</p>	<ul style="list-style-type: none"> · Asks yes/no & either/or questions · Models correct responses · Ensures supportive, low-anxiety environment · Doesn't overtly call attention to grammar errors 	<ul style="list-style-type: none"> · Yes/no (Is the trouble light on?) · Either/or (Is this a screwdriver or a hammer?) · One word response (What utensil am I holding in my hand?) · General questions which encourage lists of words (What do you see on the tool board?) · Two-word response (Where did he go? "To work.")

Question Strategies at Pre Production

Dust Bowl Causes

Stage	Sample Questions Dust Bowl Lesson (10 th gr)	Teaching Behaviors	Questioning Techniques
Pre Production <i>1 day-several mos.</i> <i>silent period</i> <i>use questions with yes/no or non-verbal response</i>	Circle the 3 causes of the dustbowl: overproduction not enough farmers drought mechanization (modern machinery) unemployment <i>Which of the 3 causes could the government help solve? Point to those causes.</i>	<ul style="list-style-type: none"> • Gestures • Language focuses on conveying meanings and vocabulary development • Repetition • Doesn't force students to speak 	<ul style="list-style-type: none"> • Point to ... • Find the... • Put the ____ next to the ____. • Do you have the ____? • Is this a ____? • Who wants the ____? • Who has the ____?

Where we've been...

We've examined **2 ways** teachers can alter their talk in teacher-fronted instructional activities:

1. Model Language
2. Vary question strategies for each stage of linguistic proficiency

Credits for Educators

- Argumentation: Carla Cerino, CT Adult ESL
- Story Problem: Keely Miller, Norwich, CT
- Making Connections: Doug Bowman, New Haven, CT
- Insect Classification: Kathy Ernenwein, Albany, NY
- Cipher in Snow: Laura Bauer, Wallingford, CT
- Tragic Hero: Anonymous
- Culture: Doug Bowman, New Haven, CT

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